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ABSTRACT

A plan is described for a project to establish an adult education coordinating and change agency in the New Haven, Connecticut area to coordinate activities of existing organizations; provide a research staff to establish a computerized data base; disseminate information and provide technological services to local agencies; set up a communications network; and provide a staff development program and workshops. The proposal includes a specific list of reasons for establishing the agency in New Haven, such as deficiencies in programs, lack of access to information, and fragmentation of services. A section outlines suggestions for administration, management, needs assessment, and an overall approach to implementation. The roles of research teams and computer technology, multi-media technology, guidance, and subject matter consultant services are discussed and an organizational chart follows. In step-by-step format, objectives are listed for each phase of development, such as the organization of the data service unit; establishing relationships; data gathering and dissemination; simulations, workshops and conferences; and continued functioning of the agency after nine months, each with suggested strategies for securing measurable output. A chart shows a schedule of phase implementation over a 12-month period, and a budget breakdown is included. (MDW)

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DESIGN FOR A PERFORMANCE BASED

ADULT EDUCATION COMMUNITY COORDINATING AGENCY

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OUTLINE

1. OVERVIEW
2. BROAD SIGNIFICANCE OF THIS PROJECT
3. REASONS FOR PROPOSING A NEW INSTITUTIONAL FORM FOR IMPROVING ADULT EDUCATION IN THE GREATER NEW HAVEN AREA
4. LONG-TERM MEASURABLE OUTPUT FOR THE GREATER NEW HAVEN AREA
5. ORGANIZATIONAL COMPONENTS INVOLVED FOR IMPLEMENTING OBJECTIVES (Includes Figure I)
6. IMPLEMENTATION PHASES, MEASURABLE OUTPUT AND SUGGESTED STRATEGIES FOR PHASE (Includes Figure II)
7. BUDGET CATEGORIES USED FOR THIS PROJECT

1. OVERVIEW

The intention of this project is to establish an Adult Education change agency in the Greater New Haven area to do the following: coordinate numerous organizational activities; provide a research staff to establish a regular computerized data base; make available continuing information and technological services for decision making by the Adult Education organizations; establish and maintain communication linkages both inside and outside the New Haven area; and serve as a diffusion center for significant changes in the Adult Education field. The coordinating agency will also function in an educational capacity by providing staff development programs, educational futures workshops, and other vital services directed towards expanding traditional Adult Education to encompass the broader concept of lifelong education.

2. BROAD SIGNIFICANCE OF THIS PROJECT

2.1 This project should provide an increased value predisposition for participants to view contemporary and projected changes in society as a basis for developing bold and new programs for lifelong education.

2.2 This project should also directly involve a very wide spectrum of community groups in considering the nature of Adult Education, and involve them in developing better perspective on their current, as well as long range, interests and needs, and the use of the multi-faceted Adult Education operations as suitable vehicles for meeting their needs.

2.3 The heart of the project is learner oriented. It is concerned with providing learner needs and interests in a rapidly changing society and world, and recognizes the need to develop self-renewing and responsive learner oriented institutions that can effectively handle the enormous job.

2.4 The manner in which contemporary Adult Education functions, makes it difficult for any fundamental change to take place before a crisis situation becomes acute. It is essential that educators and others realize that the educational and societal crisis is currently acute and that significant transformational steps are necessary if the crisis is to be dealt with.

2.5 There is need for fundamental changes in the perspective of educators to meaningfully shift to a client and user based system from that of elitist predispositions. The technique of "rolling reform" which has a research base for educational change, suggests a new type of approach for survival in the modern world; one which avoids ideological hang-ups and is responsive to client needs. This pattern might well be the significant pattern of the future, and something for which models should be developed for today.

2.6 This project will embody a unique educational mission for a proposed organization that is to become involved in self-renewal and transformation through a built-in research and evaluation component, and through structured involvement and decision making by the clients being served by the organization. The educational mission and function of the proposed structure will be to provide information to interest groups and clients for modifying and changing their systems to meet their perceived needs; provide a continuing vehicle for futurist projection and critical self-evaluation of perceived needs; and a ready and responsive client based structure to meet changing, real and perceived needs.

2.7 The proposed agency will provide the learner with a "people's" lifelong educational vehicle having College Level Examination Program (CLEP) bridges for those interested or wishing to attend degree granting institutions. It will also provide a client based vehicle for lifelong education, both for professionals interested in keeping up, and for people interested in learning about "something new."

2.8 This project also suggests a dual change agent role for improving the effectiveness and quality of Adult Education. As an inside change agent, with representation from all Adult Education organizations, it has the advantages of an in-house change agent (knowledge of the system, understanding of the norms of the agencies, identification with the systems needs and aspirations and familiarity). As an outside based change agent, this organization can bring a degree of perspective, independence and genuinely new ideas to Adult Education in the region. The four essential roles of the organization proposed to carry out the project proposal would be:

2.8.1 Serving as a catalytic agent, and energizing the problem solving process in getting things started for developing a more effective, quality based, futuristic organization.

2.8.2 Serving as a solution giver, being available at the right time with the right information to help Adult Education clients.

2.8.3 Serving as a process helper in providing clients with ideas on how to change and going through the process of problem solving with the clients by helping them to recognize and define their needs, showing them how to diagnose problems and set objectives, acquire relevant resources, select or create solutions, adapt and install solutions, and evaluate solutions to find out if they are really meeting the needs.

2.8.4 Serving as a resource linker by providing a data base and team research organization for economic, social and educational research linkages. The current and projected transformations in Adult Education can be better understood in a broad interface relationship.

2.9 This project will establish regular linkage with Regional Laboratories, ERIC clearinghouses and European and Canadian Centers of Adult and Continuing Education. This will enable the project to diffuse comparative national and international perspectives on innovative models and developments in adult education.

2.10 This project proposal provides central services to the many fragmented Adult Education learning organizations currently unable to provide these services for themselves because of high unit cost for limited usage, and lack of organizational depth. The sizeable magnitude of Southern Connecticut State College - 7026 day and 5618 evening session students - enables the college to provide a full range of services to students. The commitment to public service, highly trained and dedicated faculty, and strong administrative support, provides the will and expertise to handle a project of this nature. Involvement in provision of these services to Adult Education organizations and organized community groups, would increase already existing, but somewhat tenuous linkages, and help reduce the traditional separation between colleges and local communities; a split most prevalent with public institutions of higher education in the northeast region.

2.11 In response to technological trends, socio-economic changes and new leisure possibilities, a recognition is herewith made of the transformation taking place in traditional Adult Education. It is considered desirable that the Adult Education agencies assume a

greater role in servicing the community in its lifelong education needs. By placing staff and facilities at the service of the community, and effectively helping the community meet its post-secondary needs, the agency would be performing a vital task, and taking a significant step in acting upon our recognition of the unified nature of lifelong education.

3. REASONS FOR PROPOSING A NEW INSTITUTIONAL FORM FOR IMPROVING ADULT EDUCATION IN THE GREATER NEW HAVEN AREA

3.1 There are at least 50 institutions, organizations, agencies and groups engaged in Adult Education in the Greater New Haven Region, (approximately 30-minute radius) - but no real coordination of effort, resources and energy, and no effective communication linkages.

3.2 Currently, there is an imbalance in courses being offered in Adult Education in the area covered by the project. In some cases there is an overlap of courses, while in others there are significant program gaps.

3.3 Currently, there is no clear profile of types of Adult Education students currently being serviced nor knowledge of how they are being served.

3.4 Currently, there is no systematic way of ascertaining current needs for manpower, retraining or leisure, or projecting the future learning needs of the community.

3.5 The actual and projected Adult learners have varying backgrounds and different needs, and there is presently no available guidance system to suggest individually applicable alternative approaches to learning.

3.6 Currently, there are no generally accepted classification systems, performance based objectives, credit allocation, certification granting, or Adult Education examination for credit systems such as CLEP for those who want learner recognition at Adult education organizations in this area.

3.7 There has been no systematic analysis of available resources or effective utilization of broader community resources by Adult Educatio institutions.

3.8 Currently, there is no systematic way for continued staff development on a humanistic dimension or for effective diffusion and utilization of significant technological and methodological advances in Adult Education situations.

3.9 Most local Adult Education operations in the New Haven area do not have cosmopolitan tie-ins to alert them to new programs, innovative models and relevant changes in this field.

3.10 There is need for Adult Education decision-makers in the community to view the problems and alternatives of Adult Education in broad "systems" approaches to problem solutions, rather than in terms of fragmentary and dislocated efforts. In planning and developing

effective responses to contemporary and future problems, sufficient weight and value is not being given to the variables involved, and how these variable components of the matrix affect each other in the total process.

3.11 Currently, there is no Adult Education informational and coordinating agency in the community to serve as a diffusion center for introducing significant ideas and new approaches to the region and to provide linkages for those implementing new approaches.

3.12 Adult Education courses in the Greater New Haven area are offered to the public by thirty-two public school and community center operations, six institutions of higher education (four with extension services) and by at least ten business, commercial and industrial firms.

3.13 Initial exploratory and systematic checks with directors and teachers of Adult Education institutions and business and commercial firms, have ascertained the types of problems they are facing and the types of assistance they would welcome. Many have indicated that they would like to retain their independence, yet participate in developing communication linkages in order to have better access to human and technological resources and access to a one-stop information and consultation service for making their decisions. Some also expressed concern over a loss of their independence if they joined in this type of proposed project, and have insisted on continued grass roots involvement in decision-making before they would consent to join this Adult Education community coordinating Agency Project. The people contacted were also interested in "what will it cost us," but indicated their willingness to accept

cooperative financing through manpower and trainer assistance during the first year of the project. There were clear statements that dollar investments and support would be made only if the services secured in return warranted the expenditure.

3.14 An initial survey has indicated an evident felt need for a more systematic and effective way of going about the job of Adult Education, and a willingness to "test the waters" in terms of the usefulness of the proposed project for community needs. There is convincing evidence that maximum community participation and involvement would be necessary in steering this operation and a great deal of work in the human relations area would be required before this project could be considered a community based project.

3.15 It is evident that the major Adult Education and in-house retraining operations which are functioning in this area (Ansonia, Branford, Derby, East Haven, East Norwalk, Hamden, Madison, Milford, Naugatuck, New Haven, North Branford, North Haven, Norwalk, Orange, Seymour, Southington, Wallingford, West Haven and Woodbridge), would be well serviced by our Adult Education Community Coordinating Agency Project.

3.16 There hasn't been any recent attempt in the Greater New Haven area to deal with the problem of fragmentation and information dissemination on the Adult Education level. Two existing off-campus educational services operations, the Area Cooperative Educational Services and the Educational Improvement Center, provide a degree of coordinating service for a limited number of public school

systems. None of the institutions of higher education in this region (New Haven University, Quinnipiac College, Albertus Magnus College, Yale and South Central Community College) seems to have attempted to provide the type of service proposed. In the Hartford area, the Hartford Process Company has been engaged in a notable systems approach for regional development, and would be called upon for assistance. Locally, some business corporations have been advocating some type of regional planning, which the proposed agency would provide.

4. LONG-TERM MEASURABLE OUTPUT FOR THE GREATER NEW HAVEN AREA

4.1 Provide a management information system for enabling the planning, managing and evaluating of Adult Education in the area served.

4.2 Provide reliable and compatible information regarding the need for educational programs and services, identification of target populations, analysis of manpower needs, delineation of employment opportunities, and meeting individual educational needs.

4.3 Design an analysis of job performance requirements to facilitate development of curriculums and of evaluation techniques relevant to actual conditions in the world of work.

4.4 Design an analysis of Adult Education client needs for educational upgrading, in lieu of increased leisure time and the changing social role demands at particular stages in their lives.

4.5 Provide compatible information concerning the current and anticipated status of program availability, enrollments, and outputs among the various sectors and components of Adult Education.

4.6 Provide information necessary to evaluate the efficiency and effectiveness of various programs and strategies as they relate to the goals and objectives of Adult Education programs, including extensive follow-up studies of those who complete these programs.

4.7 Provide an integrated use of Adult Education institutions as a unified source for meeting information and organizational needs of the region.

Provide opportunities to all high school graduates (or their equivalent) with programs of the highest possible quality appropriate to their needs.

4.8 Foster an attitudinal change in Adult Education which places high value on using cosmopolitan models in an ecclectic selection of strategies for advancing local community Adult Education.

4.9 Improve the self-image of Adult Educators from low status servicers of "non-college groups" to lifelong education and "futures-oriented" educators.

4.10 Develc systems approach skills of Adult Educators for problem solving, and maximizing effective change.

4.11 Develop patterns of research based on the Swedish "rolling reform" model, to enable modification, change and self-renewal on an ongoing basis.

4.12 Develop an organizational framework, capable of facilitating the above objectives through a positive reward system.

5. ORGANIZATIONAL COMPONENTS INVOLVED FOR IMPLEMENTING OBJECTIVES (See Figure I)

5.1 Three man steering committee - Consisting of the Director and two program assistants

5.2 RESEARCH TEAMS -The Economics, Social and Educational Research teams would serve essentially as data gathering teams feeding information into the computer service. Based upon this computerized data, and appraisals of compilations of programs of the separate learning organizations, reports and appraisals of significant information will be provided to these organizations for a more effective data base which could be utilized for their decision making. During the first year the major effort of these teams will be on data gathering for input into the Computer Service and furnishing reports on trends with recommendation for general action. It is projected that about one-half way through the first year, on-site appraisal of programs and recommendations for modification of learning operations of organizations will become a more significant contribution. For the second year, it is projected that there will be continued input of data into the computers, providing reports and recommendations, but a shifting of the greatest amount of stress to a more highly personalized consultation service for individual organizations. It is hoped that the project will be in a position at that stage to clearly pinpoint the significance of overlap or gaps in services of the individual organizations and secure modifications of their programs in response to the reality dimensions.

5.3 COMPUTER TECHNOLOGY SERVICES also will have a very vital function of working with the Research Teams in developing survey forms, questionnaires and research formats for input of information bits to the data banks, and output of regular reports on vital information and trends, necessary for decision making in Adult Education. The computer operation will also service Multi-media Technology services and the guidance service. Southern Connecticut State College owns an RCA, SPECTRA, 65K computer which will be made available to the project.

5.4 THE MULTI-MEDIA TECHNOLOGY SERVICE would be involved in assessing media needs and media possibilities (language labs, equipment, cable TV, multi-media learning packages, software, etc., recommending more effective use of resources suggesting development of new media usage, and securing additional resources where appropriate). This Multi-media Technology service also would assess staff development needs in the media area, and provide for retraining and retooling possibilities for using new media for more effective and widespread use of regular media.

A highly significant technological development which will have an enormous impact on the delivery of interdisciplinary educational programming to the communities which are the target population areas serviced by this proposal is the advent of Cable Television (CATV). CATV will literally revolutionize the ability

to communicate, both on active and interactive levels. This media will be utilized by the proposed agency to facilitate the communication process within the numerous agencies and groups to be served. It is visualized that the proposed agency will stimulate member organizations to participate in program development. Television studios, a mobile unit, equipment and technical staff will be made available to this project by the sponsoring agency, Southern Connecticut State College, in order that television programs might be developed.

5.5 THE GUIDANCE SERVICE would provide guidance for any students enrolled at the various organizations or institutions and work with the learners in developing individually tailored programs and alternative non-traditional learning approaches to meet their learning interests and needs. Diagnostic and testing services would also be provided. For those learners interested in crossing from postsecondary learning to college programs, alternative possibilities including CLEP and external exams will be facilitated.

5.6 THE SUBJECT MATTER CONSULTANT SERVICE would provide the fragmented organizations being serviced with a wide array of Southern Connecticut State College Faculty who could be consulted for recommendations regarding quality control, effectiveness, program evaluations and suggestions on alternative types of subjects in which learners might be interested.

STRUCTURAL DESIGN FOR ADULT EDUCATION COMMUNITY COORDINATING AGENCY

5.7 Organizational Chart for Implementing Objectives

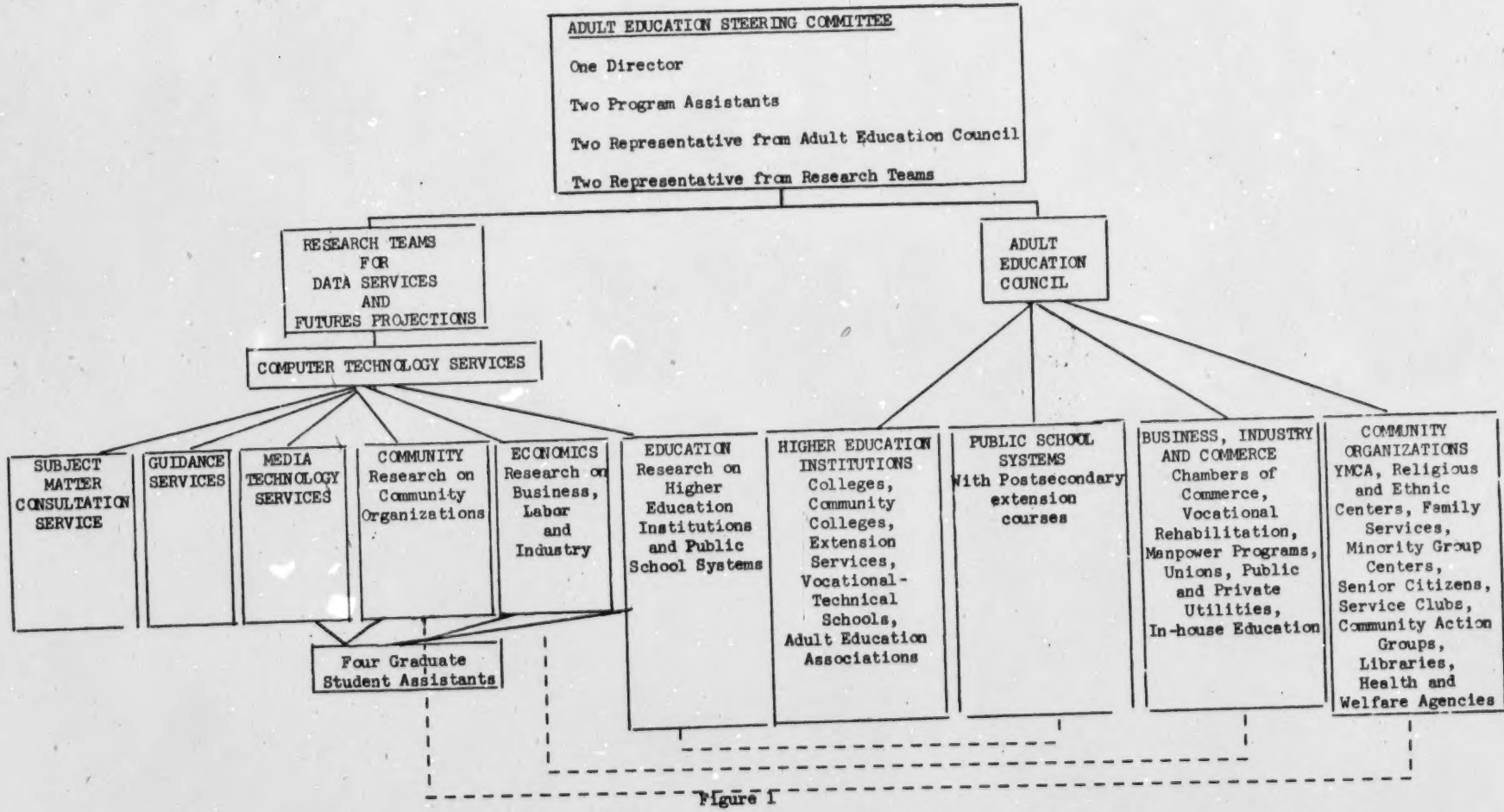
ADULT EDUCATION STEERING COMMITTEE
One Director
Two Program Assistants
Two Representative from Adult Education Council
Two Representative from Research Teams
RESEARCH TEAMS FOR DATA SERVICES AND FUTURES PROJECTIONS
ADULT EDUCATION COUNCIL
COMPUTER TECHNOLOGY SERVICES
SUBJECT MATTER CONSULTATION SERVICE
GUIDANCE SERVICES
MEDIA TECHNOLOGY SERVICES
COMMUNITY Research on Community Organizations
ECONOMICS Research on Business, Labor and Industry
EDUCATION Research on Higher Education Institutions and Public School Systems
HIGHER EDUCATION INSTITUTIONS Colleges, Community Colleges, Extension Services, Vocational-Technical Schools, Adult Education Associations
PUBLIC SCHOOL SYSTEMS With Postsecondary extension courses
BUSINESS, INDUSTRY AND COMMERCE Chambers of Commerce, Vocational Rehabilitation, Manpower Programs, Unions, Public and Private Utilities, In-house Education
COMMUNITY ORGANIZATIONS YMCA, Religious and Ethnic Centers, Family Services, Minority Group Centers, Senior Citizens, Service Clubs, Community Action Groups, Libraries, Health and Welfare Agencies
Four Graduate Student Assistants

Figure 1

6. IMPLEMENTATION PHASES, MEASURABLE OUTPUT AND SUGGESTED STRATEGIES FOR EACH PHASE (SEE FIGURE II)

6.1 PHASE I ORGANIZATION OF DATA SERVICE UNIT (FIRST MONTH)

6.1.1 MEASURABLE OUTPUT FOR PHASE I

6.1.1.1 Pinpoint groups that are directly or indirectly concerned with Adult education in the Greater New Haven area (within 30 minutes travel time from downtown New Haven).

6.1.1.2 Develop a list of formal leaders, influentials and gatekeepers of significant interest groups in the Greater New Haven area.

6.1.1.3 Undertake and provide vital research and data on economic, social and educational situations and projections, and utilization of available resources.

6.1.1.4 Provide a computerized data base for projected members of the Adult Education Council to use for making computerized policy decisions.

6.1.1.5 Provide for necessary liaison and linkage between similar interest groups involved in Adult Education.

6.1.2 SUGGESTED STRATEGIES FOR SECURING MEASURABLE OUT PUT FOR PHASE I

6.1.2.1 Establish research teams to aid in the following research areas: Economics - Business, Labor and Industry (Coordinator); Social - Community organizations, ethnic and minority groups, recreational organizations (Coordinator); Education - Other out-of-

college Adult learning programs, (public school programs), and extension programs of junior and senior colleges (Coordinator).

6.1.2.2 Contact formal leaders of organizations and other sources in order to develop a list of influentials and gatekeepers.

6.1.2.3 Computer Technology Service and Research Coordinator will develop classification format for entering data on organizations and leaders into the data bank system.

6.1.2.4 Subject matter consultation services (Coordinator)

6.1.2.5 Meetings with Research Teams to clarify nature of the project, service objectives data needed, structures and strategies for handling tasks and required outputs.

6.2 PHASE II - ESTABLISHING RELATIONSHIPS (SECOND THROUGH FIFTH MONTHS)

6.2.1 MEASURABLE OUTPUT FOR PHASE II

6.2.1.1 To have interest groups and community leaders accept and welcome the involvement of an outside change agency, and articulate their perceptions of problem areas. A number of groups already contacted have expressed a great interest in securing proposed services.

6.2.1.2 To alert interest groups to the broader ramifactions and benefits of this project for their members.

6.2.1.3 To establish working relationships between coordinators, research teams and interest groups.

6.2.1.4 To secure data available or known to community leaders that would be pertinent to developing more effective solutions for Adult Education.

6.2.1.5 To facilitate development of an understanding by various community groups that their particular interests could be advanced by support and concern for Adult Education.

6.2.1.6 To develop a more positive self-image and role-definition by people involved in Adult Education as to their significant and often vital service role in lifelong education.

6.2.2 SUGGESTED STRATEGIES FOR SECURING MEASURABLE OUTPUT FOR PHASE II

6.2.2.1 Personal visitations by the Directors and research teams to meet and interact with interest groups and community leaders.

6.2.2.2 Expansion of list of people considered key articulates of interest group position.

6.2.2.3 Interviews for securing information on data availability and types of information needed.

6.2.2.4 Development of interview and questionnaire format for computer input.

6.2.2.5 Start to develop a guidance system to provide assistance, information and guidance about alternative learning approaches for those in further learning, and alert potential users of its availability.

6.3 PHASE III - DATA GATHERING AND DISSEMINATION (THIRD THROUGH FIFTH MONTHS)

6.3.1 MEASURABLE OUTPUT FOR PHASE III

6.3.1.1 Securing necessary information for effective decision making and planning on future developments for Adult Education.

6.3.1.2 Early dissemination of significant information as working paper data for forthcoming workshops.

6.3.1.3 Attempting to raise sights of community members and leaders in creative possibilities for dealing more effectively with problems through improving Adult Education offering and availability.

6.3.1.4 Development of computer-based information gathering for feedin to computer system at Southern Connecticut State College, an RCA Spectra 65K.

6.3.1.5 Provide research, communications, guidance, media technology, organizational development and other services of such a high quality that the agency can function as a vital integrative service agency for Adult education in the New Haven region.

6.3.2 SUGGESTED STRATEGIES FOR SECURING MEASURABLE OUTPUT FOR PHASE III

6.3.2.1 Library research to include demographic profile and analysis, uncovering previous research and surveys to avoid repetition, content analysis of community newspapers and records, processing of information for preparing reports, and developing listing of available

resources for matching to articulated or evident need.

6.3.2.2 Interviewing and the use of questionnaires to secure significant information, training research team for interviewing function and processing interview data for generating reports.

6.3.2.3 Field survey to include sending out evaluation instruments to all organizations conducting Adult Education, and sorting material for functional reports.

6.3.2.4 Utilization of computer experts for developing suitable questionnaires and categorizing significant variables, for computer input. Developing regularly updated computer banks for printouts and problem analyses. Development of Greater New Haven area clearinghouse computer facility for data in decision making on Adult Education.

6.3.2.5 Utilization of students in educational research for a field experience, to develop generalization and projections based on available data.

6.3.2.6 Development of a unified report profiling significant variables and trends affecting Adult Education in the New Haven area, analyzing the condition of education, and suggesting alternative scenarios and futures for dealing with the problems.

6.4 PHASE IV - SIMULATIONS, WORKSHOPS AND CONFERENCES ON ADULT EDUCATION (SIXTH THROUGH NINTH MONTHS)

6.4.1 MEASURABLE OUTPUT FOR PHASE IV

6.4.1.1 To request community leaders and groups to evaluate and respond to the report on Adult Education.

6.4.1.2 Develop a dialogue on common problems in Adult Education and possible alternatives for dealing with these problems.

6.4.1.3 Develop a self-renewing and responsive organizational framework (Adult Education Council) to deal with continuing Adult Education and regularly reevaluate priorities, objectives and structures on the basis of research and empirical data, and recommend courses of action.

6.4.1.4 Develop a regular computer data base for effective decision making and projections for the future.

6.4.1.5 Develop a futuristic oriented perspective and mechanism for postsecondary education, cognizant of the rapidity of change and the need for responses of alternative forms of lifelong education.

6.4.1.6 Establish and use in-service training capabilities.

6.4.1.7 Evaluate organizational structure of the Adult Education Community Coordinating Agency and develop appropriate modifications.

6.4.1.8 Develop criteria for awarding continuing education certificates, and develop a typology for uniform clearing-house procedures between Adult Education learning operations.

6.4.2 SUGGESTED STRATEGIES FOR SECURING MEASURABLE OUTPUT FOR PHASE IV

6.4.2.1 Indicate availability and facilitate use of Subject Matter Consultant Services.

6.4.2.2 Use of group dynamics techniques to discuss and project significance of reports from Research Teams.

6.4.2.3 Prior to gatherings, disseminate duplicated readings and research reports on the nature of future society and educational alternatives.

6.4.2.4 Film showing - "Future Shock," etc.

6.4.2.5 "Microville" simulation session ($1\frac{1}{2}$ days) of game developed by Dr. John Snyder from Colorado. Players are simulated through the program development cycles of Adult Education.

6.4.2.6 Group Dynamics interaction session on alternative futures for Adult Education. Use of the Delphi technique, brainstorming, force-field analysis, role playing, matrix developing and futures projections.

6.4.2.7 Workshops and speakers for development of skills and understandings ($\frac{1}{2}$ day sessions for 2 weeks during the summer). Engage consultants and systems analysis experts with perspectives and ideas on community organization, and advanced Adult Education program (Colorado, Florida, Ontario). Program to be based on the expressed needs of people who are in the Adult

Education field and will be developed around competency modules to meet individual agency as well as broader community needs. Utilize the expertise of community leaders as consultants on an ongoing basis.

6.4.2.8 Systematically profile and project the needs of disadvantaged groups, leisure oriented groups, minority groups, different age groups, professional, business and industrial needs, and the changing learning needs and aspirations of others in the community.

6.4.2.9 Development of performance based competencies in planning:

6.4.2.9.1 Assessment of area needs;

6.4.2.9.2 Inventory of area resources in terms of facilities, faculty, educational programs and unused capacity;

6.4.2.9.3 Discussion on the appropriate roles and levels of participation by organizations to meet the total needs of the area; and

6.4.2.9.4 Exchange of institutional Adult Education plans.

6.4.2.10 Development of performance based competencies in co-ordination:

6.4.2.10.1 Development of a guidance service suggesting placement of students and choice of curricular alternatives on basis of individual profile and available resources;

6.4.2.10.2 Utilization of special resources such as physical education space, health services, language labs/

libraries and auditoriums;

6.4.2.10.3 Design or adaptation of special technological systems (e.g., computers, transmission and television facilities) for multi-institutional use.

6.4.2.11 Development of performance based competencies in programs:

6.4.2.11.1 Joint sponsorship of courses, programs, and certificates;

6.4.2.11.2 Application of available technology to the problems of transmission of materials, recordkeeping, development of multi-media aids, and remote or cable transmission of instruction;

6.4.2.11.3 Joint responsibility for community needs through educational service;

6.4.2.11.4 Use of such non-collegiate resources, e.g., (industrial training programs, public libraries, hospitals, museums, and cultural organizations) in meeting regional postsecondary education needs;

6.4.2.11.5 Development of a coordinating operation provide a clearinghouse for information about educational programs for lifelong learning, serve as a guidance, counseling and referral center, and also serve as a catalyst for the development of cooperative programs to meet the needs of the Greater New Haven area;

6.5 PHASE V - CONTINUED FUNCTIONING OF THE ADULT EDUCATION COMMUNITY COORDINATING AGENCY AFTER NINTH MONTH

DATA SERVICE UNITS, AND THE ADULT EDUCATION COUNCIL

6.5.1 MEASURABLE OUTPUT FOR PHASE V

6.5.1.1 To further develop self-renewal capacity, linkage systems, responsive systems and staff development projects.

6.5.1.2 To press further along the lines of alternative programs for postsecondary clients, based on data and feedback.

6.5.1.3 To explore new possibilities for use of organization and energy generated.

6.5.1.4 To conceptualize the operation, develop a manual, and provide steps for others to follow the Greater New Haven model.

6.5.1.5 To evaluate on a systems approach for viewing and dealing with Adult Education in the Greater New Haven area. This systems approach should stress the value of rational planning and the need to consider the impact on a total system when some of the variables are changed.

6.5.1.6 To develop an organization capable of maintaining cosmopolitan and external research inputs, and diffusing significant ERIC and other software to local research data Adult Education operations.

6.5.2 SUGGESTED STRATEGIES FOR SECURING MEASURABLE OUTPUT FOR PHASE V

6.5.2.1 Continue research and dissemination of data service

unit , and refine computer system for more effective policymaking.

6.5.2.2 Continue to stress the development of learner-based Adult Education.

6.5.2.3 Institute regular and on-demand client based workshops in Adult Education, and client based workshops about Adult Education.

6.5.2.4 Possibly move to a model position by expanding operations to broader areas in Connecticut. Have people from this system start similar systems in other communities.

6.5.2.5 Regional communications channels between the Adult Education Community Coordinating Agency and the various entities which join in the program will be established and maintained such that problems of the area can be rapidly identified and the availability of new and imaginative techniques for problem solution can be made known to those groups affected by the problem. All appropriate community resources - educational, social, business, labor, governmental agencies, community based groups - which are vitally affected by this program, to be drawn upon in planning, developing, implementing, evaluating and disseminating the critical elements of the project. These resources, which are considered to be invaluable to the success of the project, will be

contacted, discussions held with, and data collected from in order to survey and obtain a qualitative substantiation of requirements and resources.

6.5.2.6 An advisory council will be drawn from these entitites so that a regional communications mechanism will exist where not now available to facilitate the coordination of interacting but topically diverse agencies.

6.5.2.7 To our knowledge, this will be the first regional education informational and coordinating agency dedicated to identification of problem areas and exploration of modern techniques for their solution. As such, it is planned that this prototype agency be subject to continuous evaluation and open for programmatic adjustment according to need. Detailed records will be kept of the agency's activities from the date of project approval, consisting of pictorial records, anecdotal and statistical evidence, supplemented by documentary video tapes and films.

SCHEDULE OF PHASES WITHIN TWELVE MONTH PERIOD FOR IMPLEMENTING THE PROJECT

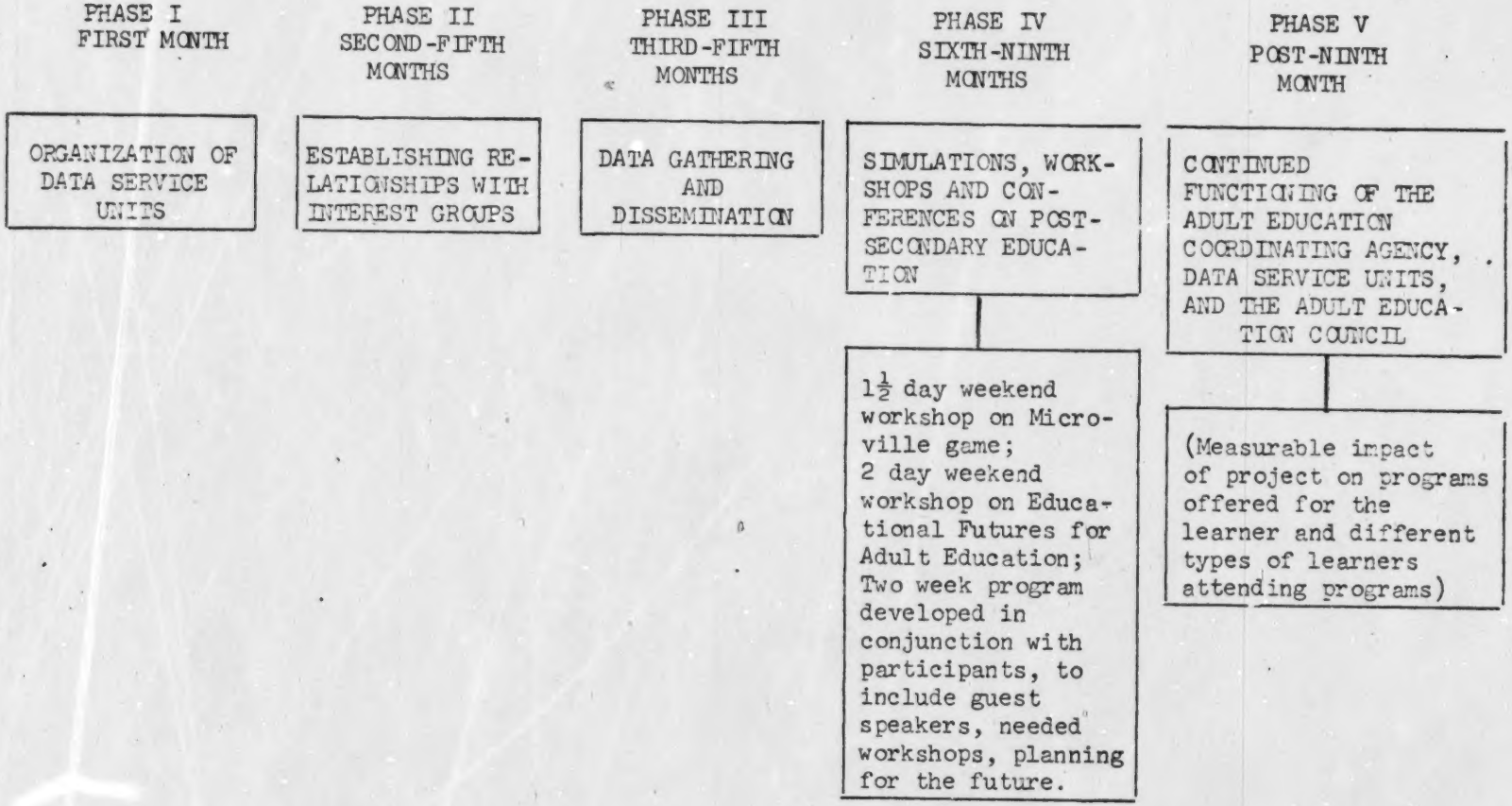
PHASE I
FIRST MONTH
PHASE II
SECOND-FIFTH
MONTHS
PHASE III
THIRD-FIFTH
MONTHS
PHASE IV
SIXTH-NINTH
MONTHS
PHASE V
POST-NINTH
MONTH
ORGANIZATION OF DATA SERVICE UNITS
ESTABLISHING RELATIONSHIPS WITH INTEREST GROUPS
DATA GATHERING AND DISSEMINATION
SIMULATIONS, WORKSHOPS AND CONFERENCES ON POST-SECONDARY EDUCATION
1½ day weekend workshop on Microville game;
2 day weekend workshop on Educational Futures for Adult Education;
Two week program developed in conjunction with participants, to include guest speakers, needed workshops, planning for the future.
CONTINUED FUNCTIONING OF THE ADULT EDUCATION COORDINATING AGENCY, DATA SERVICE UNITS, AND THE ADULT EDUCATION COUNCIL
(Measurable impact of project on programs offered for the learner and different types of learners attending programs)

Figure II

7. BUDGET CATEGORIES USED FOR THIS PROJECT

7.1 Personnel

7.1.1 Director
50% Acad. Yr.-100% 8 wks. summer

7.1.2 Program Assistant
50% Acad. Yr.-50% 6 wks. summer
100% 2 wks. summer

7.1.3 Program Assistant
25% Acad. Yr.-50% 8 wks. summer

7.1.4 Computer Technology
50% First Acad. Yr.
25% Second Acad. Yr.
50% 8 wks. summer

7.1.5 Computer Programmer - 50%

7.1.6 Key Punch Operator - 25%

7.1.7 Systems Designer and Analyst

7.1.8 Coordinator-Economics Research Team -
25% Acad. Yr.
50% 8 wks. summer

7.1.9 Coordinator-Social Research Team
25% Acad. Yr-50% summer

7.1.10 Subject Matter Consultant(s)
20% Acad. Yr.

7.1.11 Coordinator Educational Research Team
25% Acad. Yr.
50% 8 wks. summer

7.1.12 Coordinator-Educational Technology Research Team
50% Acad. Yr.
50% 8 wks. summer

7.1.13 Guidance Services Positions
Position 1 - 50%
Position 2 -100% &
8 wks. summer

7.1.14 Coordinator-Research Teams
50% Acad. Yr.; 50% 8 wks. summer

7.1.15 Evaluators
M.A. degree plus experience
Instructor level
(2) Full-time

7.1.16 Graduate Assistants
(4) at 25% Acad. Yr.
100%-8 wks. summer

7.1.17 Secretarial & Clerical Services
(2) Sten. II - full time

7.1.18 Consultants: 5
@ $100 per day-5 days each

7.1.19 Employee Benefits-Regular Staff Only
30% of salaries

7.1.20 Travel and Conference Attendance
Co-Directors-8 attendance @
$500 each; Staff travel in area
served by project 900 sq. miles-
10,000 miles @ 10¢ per mile

7.2 Services and Materials

7.2.1 Professional Subscriptions, books
7.2.2 Duplication, Newsletter
7.2.3 Communications, supplies
7.2.4 Dissemination Activities
(video, film photography)
7.2.5 Computer Services
Computer use, RCA Spectra, 65K
@ $100 per hour-100 hours
Computer Development & Testing
7.2.6 T.V. Studio & Video/Multi-media
equipment use - 200 hrs @ $50
per hour

7.3 Equipment

7.3.1 Office
(10) Desks-5 double pedestal
3 single pedestal
2 typewriter

(10) Desk chairs
(4) Files
(4) Tables
(2) Typewriters, electric
(1) Calculator, electric
(10) Side chairs
(1) Conference table
(1) Dictating Equipment
(includes 2 dictaphones)
(1) Miscellaneous Office furniture

7.4 Rentals: Relocatable office space
1600 sq. feet @ $8 per sq. foot
per year

7.5 Contingencies - Unanticipated expenditures,
i.e. site work